DOCUMENT RESUME

ED 377 280 UD 030 208

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TITLE Chapter 2 Grade One Teacher Training Program. 1992-93. Final Evaluation Report.
INSTITUTION Columbus Public Schools, OH. Dept. of Program Evaluation.
PUB DATE 93
NOTE 16p.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Academic Achievement; Community Involvement; Elementary School Students; *Elementary School Teachers; Evaluation Methods; *Grade 1; *Inservice Teacher Education; Instructional Effectiveness; Prevention; Primary Education; *Professional Development; Program Evaluation; *Reading Attitudes; Reading Habits; *Teacher Education; Test Results; Young Children
IDENTIFIERS Columbus Public Schools OH

ABSTRACT

The 1992-93 Grade One Teacher Training Program was designed to provide first-grade classroom teachers an opportunity to increase the effectiveness of their initial instruction and first line of intervention so as to reduce the number of pupils needing a second level of intervention, such as the Reading Recovery or Early Literacy intervention programs. All grade-one teachers were given the opportunity to attend a series of 11 inservice sessions throughout the year on topics related to instruction and intervention. Teachers were also given professional instructional materials. A third component provided community residents with suggestions for reading activities to use with young children. Data on the program were collected in the areas of reading-performance achievement, standardized-test achievement, teacher instructional-technique information, and community literacy awareness and involvement. The responses of 144 teachers, test results for 2,558 students, and information from 171 community residents suggested that the program, although falling short of its designated desired outcomes, had beneficial effects. Two tables present study findings. Recommendations for the 1993-94 program are included. Appendixes A and B contain the questionnaires given to the teachers and the community. (SLD)

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ED 377 280

FINAL EVALUATION REPORT
CHAPTER 2
GRADE ONE TEACHER TRAINING PROGRAM

1992-93

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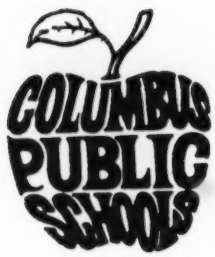

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FINAL EVALUATION REPORT
CHAPTER 2
GRADE ONE TEACHER TRAINING PROGRAM

1992-93

Program Description

The purpose of the 1992-93 Grade One Teacher Training program was to provide first grade classroom teachers the opportunity to increase the effectiveness of their initial instruction and first line of intervention in order to reduce the number of pupils needing a second level of intervention which would include being served in the Reading Recovery™ or Early Literacy programs. In Columbus Public Schools, the Reading Recovery program is an intensive one-on-one reading intervention program for underachieving pupils and the Early Literacy program is a small group intervention program for underachieving pupils. Both the Reading Recovery and Early Literacy programs are expensive alternatives compared to first line intervention by the classroom teacher.

Through the Grade One Teacher Training program, all grade one teachers were given the opportunity to attend a series of 11 inservices held throughout the year. The inservice sessions were conducted during the summer of 1992 and after school and on Saturdays during the school year. The eleven inservice topics included:

1. The reading process, components of a literacy lesson, interactive writing, and creating a literate environment
2. Learning and using running records
3. Teaching students at risk of being labeled "learning disabled"
4. Using benchmark books for assessment and instruction
5. Big book make-it-take-it
6. A developmental approach to spelling
7. Helping at-risk students read to their full potential
8. Getting started in whole language
9. When whole language meets the basal
10. Integrating science and reading
11. Classroom organization and the use of pocket charts

Presenters at the inservices included three Grade One Teacher Training program coordinators who worked full-time coordinating the program, personnel from The Ohio State University, visiting consultants from New Zealand and Australia, and trained Reading Recovery/Early Literacy teachers from the Columbus Public Schools. In addition to having the opportunity to attend the inservices, first grade teachers were also provided with numerous instructional materials. These materials included professional reading material, fold books, packets of materials for a thematic unit, packets of poems, chants, and songs, video and audio tapes for classroom viewing, multiple copies of little books, and big books.

A third component of the program provided the Columbus community an opportunity to become involved in the literacy acquisition of young people. Every Monday, Columbus residents receive a plastic bag at their homes which contains circulars from grocery stores and other community businesses. Over 200,000 of these plastic bags are distributed in the Columbus community every Monday. Six times from January, 1993 to May, 1993 the printing on the outside of the bags contained reading activities that parents and other adults could use in working with young children's literacy acquisition. These same activities were also sent home with grade one pupils so that parents could work with their children on the reading activities. Grade One Teacher Training program developers hoped that the activities on the bags would remind adults

that childhood literacy is a community concern, encourage them to work with young children on reading activities, and provide them with ideas for lessons that could be used with emerging readers.

Evaluation Design

For program year 1992-93, evaluation of the Grade One Teacher Training program included four desired outcomes. Data collected in four major areas were incorporated in the analyses of the four desired outcomes: pupil reading performance achievement information, pupil standardized achievement test information, teacher instructional technique information, and community literacy awareness/involvement information. Desired Outcomes 1 and 3 were part of the original evaluation design which was written when the program was intended to be a release-time program with substitute teachers provided for all grade one teachers. When substitutes were found not to be available, many teachers found it difficult to attend the inservice sessions after school or on Saturdays. As a result of this situation, the criteria established for Desired Outcomes 1 and 3 were difficult to attain.

Desired Outcome 1:

As a result of this program, 30% of the first grade students will successfully complete at least one Pupil Performance Objective (PPO) in Units 3 and 4 from the Houghton-Mifflin Reading/Language Arts Series. The indicator of successful completion of a PPO is recorded on each student's Grade 1 Reading Record.

Desired Outcome 2:

As a result of this program, less than 50% of the first grade population will score below the 37th percentile on a norm referenced standardized test in reading.

Desired Outcome 3:

As a result of this program, at least 75% of the first grade teachers will use running records, writing samples, and systematic observation to make appropriate instructional decisions about individual children. The indicator of success will be student portfolios containing running records, writing samples, and observational notes.

Desired Outcome 4:

As a result of this program, at least 50% of the people who respond to a random-sampling questionnaire will indicate that they used the literacy activities recommended by this program with young children.

Instruments

The evaluation design provided for the collection of data in the following four areas of operation for the overall program.

1. Pupil Reading Performance Achievement Information

   The ESEA Chapter 2 First Grade Inservice Program Questionnaire was sent to all first grade teachers to obtain information on the number of pupils in their classrooms, those successfully completing designated Pupil Performance Objectives (PPOs), and the number of pupils who would be retained (see Appendix A, pp. 10-11).

2. Pupil Standardized Achievement Test Information

   District computer files were utilized to access standardized achievement test information. The Metropolitan Achievement Tests (MAT6, 1985) Primer, Form L, was used for all grade one testing. The MAT6 tests were administered by classroom teachers, with testing occurring March 29 through April 1, 1993.

3. Teacher Instructional Technique Information

   The ESEA Chapter 2 First Grade Inservice Program Questionnaire was sent to all first grade teachers to obtain information on: 1) teacher attendance at instructional technique inservices, 2) whether or not the techniques developed at the inservices were used with students in the classroom during the school year, and 3) whether or not teachers planned to use the techniques during the 1993-94 school year. The questionnaire also asked teachers if they used various professional and instructional materials that were provided and if they planned to use them during the 1993-94 school year (see Appendix A, pp. 10-11).

4. Community Literacy Awareness/Involvement Information

   The Chapter 2 Reading Activities Community Questionnaire was used to obtain information on community awareness of and involvement with literacy activities that parents and other adults could use with children in literacy acquisition (see Appendix B, pp. 13-14).

Major Findings

To gather information concerning Desired Outcomes 1 and 3, the ESEA Chapter 2 First Grade Inservice Program Questionnaire (see Appendix A, pp. 10-11) was sent to all grade one teachers in May, 1993. The questionnaire consisted of 23 items. Items 1-11 listed the eleven inservice opportunities made available to all grade one teachers and asked teachers to indicate if they attended the sessions, if they used ideas presented at the sessions in their classrooms, if they planned to use the ideas during the 1993-94 school year, and if they had been unable to attend the inservices, would they be interested in attending them during the 1993-94 school year. Items 12-18 listed instructional materials provided for all grade one teachers and asked teachers if they used the materials in their classrooms and if they planned to use them during the 1993-94 school year. Item 19 asked teachers if parents used weekly take home literacy activity sheets in a positive way. Items 20-22 dealt with the number of pupils teachers had in their classrooms, whether or not the pupils completed designated Pupil Performance Objectives (PPOs) in reading, and the number of pupils who would be retained. Item 23 provided teachers space to comment on the 1992-93 Grade One Teacher Training program and make suggestions for the 1993-94 program. A total of 273 surveys were sent to grade one teachers with 144 (52.7%) being returned.

Table 1, page 4, displays information relating to the 11 inservices presented as part of the program. The data indicate that the three-day summer inservice on the reading process, components of a literacy lesson, interactive writing, and creating a literate environment (Item 1) had the largest number of attendees, with 74 teachers attending (51.4% of questionnaire respondents). Seventy-one (95.9%) of these teachers indicated they used the presented techniques in their classrooms and 53 (71.6%) intended to use them during the 1993-94 school year. The second best-attended inservice was one dealing with a developmental approach to spelling (Item 6), with 70 teachers attending (48.6% of questionnaire respondents). Seventy-two (102.8%) of these teachers indicated that they used this approach in their classrooms (some teachers were knowledgeable of the technique that did not attend the inservice) and 48 (68.6%) indicated they planned to use it during the 1993-94 school year. The inservice with the fewest attendees was one dealing with the integrating science and reading (Item 10). Of the 144 questionnaire respondents, 29 (20.1%) attended the inservice. All twenty-nine teachers responded that they used the technique in their classrooms and 25 (86.2%) responded that they planned to use the technique next year.

Teachers were also given the opportunity to respond to not being able to attend the inservices during the 1992-93 school year but desiring to attend the inservices during the 1993-94 school year (see Table 1, p. 4). Item 1, the inservice dealing with the reading process, components of a literacy lesson, interactive writing and creating a literate environment had the highest rating, with 38 (54.3% of those not attending the inservice) teachers desiring to attend during the 1993-94 school year. Item 7, the inservice on helping at-risk students read to their full potential, with 57 (52.8% of those not attending the inservice) teachers

Table 1
Grade One Teacher Training Program
Percentage and Frequency Counts of Teacher Inservice Attendance, Classroom Use, and Future Use and Attendance Plans
1992-93
(N=144)

ITEM	ACTIVITY DESCRIPTION	ATTENDED		USED IN CLASSROOM[a]		PLAN TO USE NEXT YEAR[a]		DID NOT ATTEND BUT WOULD LIKE TO NEXT YEAR[b]	
		N	%	N	%	N	%	N	%
1.	Three-day inservice session on the reading process, components of a literacy lesson, interactive writing, and creating a literate environment (Summer, 1992)	74	51.4	71	95.9	53	71.6	38	54.3
2.	Learning and Using Running Records for Assessment and Instruction (3 sessions)	36	25.0	41	113.9	37	102.8	41	38.0
3.	Dr. Carol Lyons: Teaching Students At Risk of Being Labeled "Learning Disabled"	28	19.4	22	78.6	21	75.0	58	50.0
4.	Using Benchmark Books For Assessment and Instruction	67	46.5	61	91.0	52	77.6	34	44.2
5.	Big Book Make-It-Take-It Workshop (Cat on the Mat)	43	29.9	37	86.0	33	76.7	49	48.5
6.	A Developmental Approach to Spelling (magnetic letters)	70	48.6	72	102.9	48	68.6	34	45.9
7.	Leanne Traill: Helping At-Risk Students Read To Their Full Potential	36	25.0	28	77.8	25	69.4	57	52.8
8.	Brian Cutting: Getting Started in Whole Language	39	27.1	38	97.4	24	61.5	42	40.0
9.	Andrea Butler: When Whole Language Meets the Basal	33	22.9	31	93.9	21	63.6	46	41.4
10.	Integrating Science and Reading	29	20.1	29	100.0	25	86.2	54	47.0
11.	Classroom Organization and the Use of Pocket Charts	42	29.2	42	100.0	34	81.0	50	49.0

[a] The percent of participants who used the activity in their classrooms and the percent of participants who plan to use the activity next year is based on the number of survey respondents who attended the activity.

[b] The percent of participants who did not attend an activity but would like to next year is based on the total number of survey respondents (144) minus the number who did attend.

desiring to attend, and Item 3, the inservice on teaching students at risk of being labeled "learning disabled," with 58 (50.0% of those not attending the inservice) teachers desiring to attend, were the second and third highest rated respectively.

Table 2, page 6, displays information relating to professional and instructional materials sent to all grade one teachers. The data indicate that the big books (Item 18) sent to all teachers had the highest percentage of classroom use, with 90.3% (130) of respondents indicating that they used the materials in their classroom. The second highest rated materials were the multiple copies of little books sent to all teachers (Item 17), with 89.6% (129) of respondents indicating they used the materials in their classrooms. The lowest rated item was Item 16 which dealt with video/audio tapes for "at school" use. Of the 144 questionnaire respondents, 22.9% (33) indicated that they used the materials in their classrooms.

Teachers were also given the opportunity to indicate if they planned to use the professional and instructional materials during the 1993-94 school year. The data displayed in Table 2 indicate that multiple copies of little books (Item 17) are the instructional materials which teachers plan to use most often during 1993-94, with 61.8% (89) of the respondents indicating future use. Big books (Item 18), with 60.4% (87) indicating future use, was the second highest selection and video tapes/audio tapes was the lowest rated, with 24.3% (35) indicating future use.

Item 19 of the questionnaire dealt with teacher knowledge of parent involvement with weekly take home literacy activity sheets. Of the 144 questionnaire respondents, 61.1% (88) responded that they had no evidence of parents using the activities in a positive way, 23.6% (34) responded that they had between 1 and 5 parents responding positively to use of the activities, 5.6% (8) responded that they had between 6-11 parents responding positively, and 2.1% (3) responded that they had more than 12 parents responding positively to using the take home activities.

Items 20-23 were related to student achievement. Item 20 asked teachers how many pupils they currently had in their classrooms. The 144 respondents indicated they had a combined total of 3035 pupils, which was 51.0% of the 5947 officially enrolled first grade pupils. Item 21 asked respondents how many of their first grade pupils had successfully completed at least one Pupil Performance Objective (PPO) in Units 3 and 4 from the Houghton-Mifflin Reading/Language Arts Series. Of the 3035 pupils in the respondents' grade one classrooms, 74.7% (2266) had completed the designated PPOs. Item 22 dealt with the number of first grade pupils who would be retained. Of the 3035 pupils in the respondents' classrooms, 6.8% (206) were to be retained in first grade.

Item 23 of the questionnaire provided teacher respondents an opportunity to comment on the 1992-93 program and/or make suggestions for program year 1993-94. Of the 144 teachers responding to the questionnaire, 47.2% (68) provided written comments. Analysis of these 68 responses indicated that 39 (57.4%) contained positive comments about the program, 29 (42.6%) contained comments that were judged neutral, being neither positive nor negative about the program, and no comments were rated as being negative about the program. Typical of the positive comments, one respondent wrote, "I am very excited about the support and the materials provided this year for 1st grade teachers. This is my 16th year in 1st grade and one of my most enjoyable." Another teacher stated, "The multiple copies of the little books and big books helped the children tremendously in reading. Almost all of my children feel like successful readers because of those books." Most neutral comments dealt with the fact that the inservice sessions were held after school or on Saturdays, making it difficult for many teachers to attend. As one teacher stated, "Often attending meetings after school is difficult. It would be nice if substitute teachers could be provided so that teachers could attend the meetings during the regular school hours."

With regard to Desired Outcome 1, teachers responded that 2266 (74.7%) of their combined total of 3035 grade one pupils successfully completed at least one Pupil Performance Objective (PPO) in Units 3 and 4 from the Houghton-Mifflin Reading/Language Arts Series. These 2266 pupils represented 38.1% of

Table 2
Grade One Teacher Training Program
Percentage and Frequency Counts of Instructional Material Use and
Future Usage Plans by Classroom Teachers
1992-93
(N=144)

ITEM	MATERIAL DESCRIPTION	USED IN CLASSROOM		PLAN TO USE NEXT YEAR[a]	
		N	%	N	%
12.	Professional Books	117	81.3	76	52.8
13.	Packet of Fold Books for Early Reading Material	118	81.9	78	54.2
14.	Packet of Ideas for Bear Unit	97	67.4	79	54.9
15.	Packet of Poems/Chants/Songs	104	72.2	84	58.3
16.	Video tapes/audio tapes borrowed for 'at school viewing'	33	22.9	35	24.3
17.	Multiple copies of little books	129	89.6	89	61.8
18.	Big Books	130	90.3	87	60.4

[a] The percent of participants who plan to use material next year is based on the total number of survey respondents (144).

the 5947 grade one pupils in the school district. Desired Outcome 1 was met. The criteria for the desired outcome was 30.0%.

Desired Outcome 2 stated that less than 50% of the first grade population would score below the 37th percentile on a norm referenced standardized test in reading. During March of 1993, the Metropolitan Achievement Tests (MAT6, 1985) Primer, Form L was administered to 5289 grade one pupils. Of these 5289 pupils, 2558 (48.4%) scored above the 37th percentile in Total Reading and 2731 (51.6%) scored below the 37th percentile in Total Reading, indicating that the desired outcome was not met.

Desired Outcome 3 related to the use of running records, writing samples, and systematic observation by first grade teachers in making appropriate instructional decisions about individual children. Of the 74 grade one teachers who attended the inservice which dealt with writing samples and systematic observation (Item 1), 71 (95.9%) indicated they used the techniques in their classrooms. But these 71 teachers represented only 26.0% of the 273 grade one teachers in the district. Forty-one teachers indicated that they used running records (Item 2), which was 113.9% (36) of those attending the inservice on the topic (some respondents who did not attend the inservice were previously trained in using running records). But these 41 teachers represented only 15.0% of the 273 grade one teachers in the district. The desired outcome (75.0%) was not met. It should be noted that when this desired outcome was originally written, the program was designed to include eight days of inservice, with substitute teachers provided, for all 273 grade one teachers. When substitute teachers were found not to be available, the inservices were changed to Saturdays and after school, resulting in the majority of teachers not attending, making it extremely difficult to meet the criterion for the desired outcome.

Desired Outcome 4 stated that at least 50% of the people who responded to a random-sampling questionnaire would indicate that they used the literacy activities recommended by the program with young children. In May, 1993, questionnaires (see Appendix B, pp. 13-14) were randomly sent to 3000 of the 200,000 residences that received the plastic circulars printed with reading activities. Of the 3000 questionnaires sent, 171 (5.7%) were returned. Because of the small number of questionnaires returned, results should not be generalized across the 200,000 residences where the circulars were delivered. Item 1 of the questionnaire asked respondents if they remembered receiving the reading activities on the circulars found on their doors. Only 41 (24.0%) of those responding answered yes to Item 1. Item 2 asked respondents if they used any of the reading activities with children. Of the 171 respondents, 58 (33.9%) responded that they did use the activities, indicating that the desired outcome was not met. The increase in the number of positive responses for Item 2 over Item 1 is a result of numerous people stating that while they did not remember seeing the activities on the circulars, they used similar reading activities that the children brought home from school. (A sample of one of the activities was found on the back of the questionnaire). Item 3 of the questionnaire asked respondents if they thought the reading activities should be placed on the circulars again next year. Of the 171 respondents, 95(55.6%) thought the activity should be repeated the following year. Respondents were also given the opportunity to comment on what they thought Columbus Public Schools could do to help adults assist children with literacy acquisition. Of the 171 respondents, 139 (81.3%) took the opportunity to include a written response. Out of the 139 written responses, 105 (75.5%) respondents were supportive of the activity or offered suggestions for encouraging young people to read. Included in these comments were the following statements. "My children are grown and not in school anymore. But I think we should encourage the retired population to volunteer in the schools to listen to and help young readers." Another respondent stated, "I received these and similar materials from my child's school. I cannot remember if I used the ones from school or from the bag. I did enjoy them and found them useful." A third respondent wrote, "I do not have children yet but I agree that reading at home is very important, so anything the public school system can do to promote reading I support and encourage." Only nine (6.5%) comments were rated as negative and 25 (18.0%) comments were rated as neutral. Negative comments dealt with the need to spend funds in what were thought to be more useful ways or giving the respondent an opportunity to vent frustration with the district or education in general, while neutral comments usually dealt with not having school-age children and therefore not feeling able to respond to the questionnaire items.

Summary/Recommendations

The 1992-93 Grade One Teacher Training program provided first grade classroom teachers the opportunity to increase the effectiveness of their initial instruction by providing them with the opportunity to attend 11 inservices held throughout the year and by providing them with reading materials for use with their first grade pupils. Four desired outcomes were established for the program. Desired Outcome 1 stated that 30% of the first grade students would successfully complete at least one Pupil Performance Objective (PPO) in Units 3 and 4 of the Houghton-Mifflin Reading/Language Arts Series. Of the 3035 grade one pupils in classrooms of teachers who responded to the ESEA Chapter 2 First Grade Inservice Program Questionnaire, 2266 (74.7%) completed the designated PPO's. These 2266 grade one pupils represented 38.1% of the 5947 grade one pupils in the district. Desired Outcome 1 was met. Desired Outcome 2 stated that less than 50% of the first grade population would score below the 37th percentile on a norm referenced standardized test in reading. Of the 5289 grade one pupils administered the MAT6, 1985, Primer, Form L in March 1993, 2731 (51.6%) scored below the 37th percentile in Total Reading, indicating the desired outcome was not met. Desired Outcome 3 stated that 75% of first grade teachers would use running records, writing samples, and systematic observation in making appropriate instructional decisions about individual children. Data obtained from teachers who responded to the ESEA Chapter 2 First Grade Inservice Questionnaire indicated that only 15.0% (41) of the 273 grade one teachers used running records and that 26.0% (71) used interactive writing. The desired outcome was not met. Desired Outcome 4 stated that at least 50% of the people who responded to a random-sampling questionnaire would indicate that they used specified literacy activities recommended by the program with young children. Of 3000

questionnaires sent, only 171 (5.7%) were returned, and of these 171 respondents, 58 (33.9%) stated they used the activities. The desired outcome was not met.

With only one of four desired outcomes met for the Grade One Teacher Training program during 1992-93, the following recommendations are made for the 1993-94 program.

1) Because changes occurred in the structure of the Grade One Teacher Training program when substitutes could not be obtained to release classroom teachers to attend inservice sessions, the original evaluation design (especially Desired Outcomes 1 and 3) did not match the program that was presented. During 1993-94, it will be important to implement a program in which the structure of the program can be adequately evaluated by an appropriate evaluation design.

2) More and better communication needs to occur between the coordinators of the program and the evaluators of the program. Increased communication will hopefully result in a more effective program for classroom teachers and in turn hopefully provide better instruction for grade one pupils.

3) Every attempt should be made to obtain substitute teachers so that classroom teachers can be released during the school day to attend inservice sessions. This would increase the effectiveness of the program by allowing more teachers the opportunity to attend the sessions.

4) Inservice sessions from 1992-93 should be repeated during 1993-94 if 50.0% of those teachers who were unable to attend in 1992-93 stated that they would attend if the inservices were offered again.

5) The program should continue to provide grade one teachers with appropriate reading materials for their classrooms. The materials provided during 1992-93 seemed to be widely used and were found to be appropriate for grade one pupils.

6) Other means should be explored for involving the public in the literacy acquisition of young people. Results from the random-sampling of Columbus residents could not be used to determine the effectiveness of the plastic door-knob bags printed with literacy activities. The low response rate to the questionnaire indicates the need to find other ways of reaching the public.

Appendix A

ESEA Chapter 2 First Grade Inservice Program Questionnaire

COLUMBUS PUBLIC SCHOOLS
ESEA Chapter 2 First Grade Inservice Program Questionnaire
1992-93

ESEA Chapter 2 funds provided many inservices/activities for First Grade teachers this year. As a First Grade classroom teacher you can promote the continuation and improvement of the 1993-94 ESEA Chapter 2 First Grade Inservice Program by responding to the following survey. After completing the survey, fold, staple, and return it via School Mail to the Department of Program Evaluation **no later than Wednesday, June 2, 1993**. Thank you in advance for your assistance.

Directions: In Section 1, for each activity listed, check the appropriate box(es) to indicate if you attended the inservice, have used the information/materials in your classroom, plan to use the information/materials next year, or did not attend the inservice but would like to be able to next year. Check all that apply. In Sections 2 and 3, please answer each question with the appropriate information.

Section1: Inservice/Materials

	ACTIVITY DESCRIPTION	ATTENDED	USED IN YOUR CLASSROOM	PLAN TO USE NEXT YEAR	DID NOT ATTEND BUT WOULD LIKE TO NEXT YEAR
1.	Three-day inservice session on the reading process, components of a literacy lesson, interactive writing, and creating a literate environment (Summer, 1992)				
2.	Learning and Using Running Records for Assessment and Instruction (3 sessions)				
3.	Dr. Carol Lyons: Teaching Students At Risk of Being Labeled "Learning Disabled"				
4.	Using Benchmark Books For Assessment and Instruction				
5.	Big Book Make-It-Take-It Workshop (Cat on the Mat)				
6.	A Developmental Approach to Spelling (magnetic letters)				
7.	Leanne Traill: Helping At-Risk Students Read To Their Full Potential				
8.	Brian Cutting: Getting Started in Whole Language				
9.	Andrea Butler: When Whole Language Meets the Basal				
10.	Integrating Science and Reading				
11.	Classroom Organization and the Use of Pocket Charts				
12.	Professional Books	sent to all teachers			NA
13.	Packet of Fold Books for Early Reading Material	sent to all teachers			NA
14.	Packet of Ideas for Bear Unit	sent to all teachers			NA
15.	Packet of Poems/Chants/Songs	sent to all teachers			NA

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	ACTIVITY DESCRIPTION (CONT.)	ATTENDED	USED IN YOUR CLASSROOM	PLAN TO USE NEXT YEAR	DID NOT ATTEND BUT WOULD LIKE TO NEXT YEAR
16.	Video tapes/audio tapes borrowed for 'at school viewing'	NA			NA
17.	Multiple copies of little books	sent to all schools			NA
18.	Big Books	sent to all schools			NA

Section 2: Take Home Parent Activity Sheets

19. How many total parents of pupils in your First Grade class mentioned, commented, and/or provided evidence that the weekly take home literacy activity sheets were used in a positive way? Check the appropriate box.

None ☐ 1 - 5 ☐ 6 - 11 ☐ More than 12 ☐

Section 3: Student Achievement

20. How many students do you have in your First Grade class as of today? _____

21. How many of the students in your First Grade class have successfully completed at least one Pupil Performance Objective (PPO) in Units 3 & 4 from the Houghton-Mifflin Reading/Language Arts Series? _____

22. How many students will be retained in your First Grade class? _____

23. Please use this space (or include additional pages) to write any comments, and/or suggestions, that you have concerning the program this year or next year.

PLEASE RETURN TO PROGRAM EVALUATION, ATTENTION: JACK POLLOCK BY WEDNESDAY, JUNE 2, 1993.

Appendix B

Chapter 2 Readir. , Activities Community Questionnaire

COLUMBUS PUBLIC SCHOOLS
Chapter 2 Reading Activities
Community Questionnaire
1992-93

During the 1992-93 school year Chapter 2 federal funds were used to encourage every Columbus resident to join in the education of a child. Reading activities for preschool and primary grade students, like the one shown on the back of this survey, were left on doors at all homes of Columbus residents six times from January through May in hopes that people would use these activities with children, either their own or a child they know.

You have been randomly selected to respond to this short questionnaire about these activities. We hope you will take a few minutes and complete this questionnaire. Your input is very important for us to know if we should continue this effort. **PLEASE RETURN YOUR COMPLETED QUESTIONNAIRE IN THE STAMPED, ADDRESSED, RETURN MAIL ENVELOPE NO LATER THAN JUNE 25, 1993.**

THANK YOU IN ADVANCE FOR YOUR ASSISTANCE.

Directions: Check the appropriate box to indicate your response to Questions 1-3. Your comments are welcome in Question 4.

		YES	NO
1.	Do you remember receiving one or more of these on your door?	☐	☐
2.	Did you use any of the ideas presented with either your child or another child?	☐	☐
3.	Do you think we should do this again next year?	☐	☐

4. Knowing the value that parents play in a child's education, what can Columbus Public Schools do to help you work with your child in reading?

_____

_____

_____

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PLEASE RETURN YOUR COMPLETED QUESTIONNAIRE IN THE STAMPED, ADDRESSED, RETURN MAIL ENVELOPE NO LATER THAN JUNE 25, 1993. THANK YOU AGAIN.

(OVER)

READ READ READ

COLUMBUS PUBLIC SCHOOLS

READING ACTIVITY #2

Read a picture book to your young child.

Ask your child these questions:

- **What part did you like the best?**
- **Would you like to hear this book again?**
- **Can you help me to re-read it?**

The more children are read to at home, the greater their chance for success in school.

Read to a child.

Read with a child.

Let children see you reading.

The purpose of this bag is to encourage every Columbus resident to join in the education of a child. The project is funded by federal ESEA Chapter 2 funds and is not an endorsement of any company represented in or on this bag.

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Warning: Keep this bag away from children